

INTRODUCTION IN INDONESIAN SOCIAL SCIENCES AND HUMANITIES RESEARCH ARTICLES: HOW INDONESIAN WRITERS JUSTIFY THEIR RESEARCH PROJECTS

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Abstract

The introductory part of a research article (RA) is very important because in this section writers must argue about the importance of their research topic and project so that they can attract their readers' attention to read the whole article. This study analyzes RA introductions written by Indonesian writers in social sciences and humanities journals. It focuses on how they justify their research topics and research projects. A corpus of 200 research articles written in Indonesian by Indonesian writers and published in Indonesian research journals was analyzed in this study. Following the problem justifying project (PJP) model suggested by Arsyad (2001), the analyses were conducted by using the genre-based analysis of text communicative purpose of 'move' and 'step'. The result of this study indicates that Indonesian writers justify their research project by introducing the actual research topic, identifying the research problem, and reviewing the current knowledge and practices.

Keywords: introduction, research article, rhetorical style

Abstrak

Bagian pendahuluan adalah bagian yang sangat penting dalam sebuah artikel jurnal penelitian karena di bagian ini penulis harus berargumentasi akan pentingnya topik dan kegiatan penelitian mereka sehingga pembaca tertarik untuk membaca seluruh artikel tersebut. Penelitian ini bertujuan untuk menganalisis bagian pendahuluan artikel jurnal penelitian yang ditulis dalam bahasa Indonesia oleh peneliti Indonesia dalam bidang ilmu-ilmu sosial dan humaniora. Fokus penelitian adalah tentang bagaimana penulis memberikan penjelasan untuk mempertahankan topik penelitian dan kegiatan penelitian mereka. Sebuah korpus dengan 200 artikel penelitian berbahasa Indonesia yang diterbitkan dalam jurnal penelitian Indonesia telah dipilih untuk penelitian ini. Dengan menggunakan model problem justifying project (PJP) yang disarankan oleh Arsyad (2001), analisis dilakukan dengan menggunakan analisis berbasis genre melalui analisis unit-unit berdasarkan tujuan komunikatif. Hasil penelitian menunjukkan bahwa penulis Indonesia memberikan penjelasan untuk mempertahankan penelitian mereka dengan memperkenalkan topik penelitian, mengidentifikasi masalah penelitian, serta menelaah pengetahuan dan praktik terkait suatu ini.

Kata kunci: pendahuluan, artikel penelitian, gaya retorika

INTRODUCTION

Research publication is very important for researchers because a research activity has not been completed if its results are not published in a scientific journal. Research findings will have practical economic and social impacts if they are published. Rifai (1995), in a rather harsh tone, suggests that all researchers who have received research fund from the government must publish their research results in a scientific journal as an accountability on the use of public fund, and those who do not comply with this can be regarded as unlawful and should be taken to court. He further states that researchers are obliged to publish the research findings because the final

objective of a scientific study is to give a solution to a specific problem. Similarly, Swales (1990) suggests that researchers must disseminate their research findings because a research project is not yet completed until the results are made available to the wider research community. Therefore, publication in journals is considered as the major route to tenure, promotion, and research grants in an academic life (Swales, 1990).

The most appropriate means of disseminating research findings is through publication of research articles (RAs) in scientific journals. RAs enable scholars and scientists to communicate with each other in order to enhance their credibility. To attain professional success, researchers must understand and have the ability to compose in this genre (Berkenkotter and Huckin, 1995). Likewise, Indonesian researchers must be able to write RAs well so that they can publish their research articles not only in accredited national journals but also in reputable international journals.

According to Swales (1990), the RA, which is the key genre of the academic discourse, has a dynamic relationship with all other public research-process genres, such as abstracts, theses and dissertations, presentations, grant proposals, books and monographs. RAs should also be given prominence because of their significant quantity. Swales (1990) suggests that about five million RAs in all disciplines and all languages are published every year. This situation implies that a very large number of people involved in the production and comprehension of this genre. Swales (1990) further states that "... research articles are a gargantuan genre and, consequently, they have become the standard product of the knowledge-manufacturing industries" (p. 95).

One of the most important sections in an RA is the introduction section because it is the first section readers will read after the abstract. Thus, if readers are not impressed with it, they will unlikely continue reading the next sections of the article (Arsyad, 2001; Swales and Najar, 1987). The introduction section of an RA functions to motivate readers to read the entire article, and therefore, this section must be written in an interesting and convincing way. According to Belcher (2009), the main purpose of this section is to 'provide enough information for the readers to be able to understand your argument and its stakes' (p.209). Correspondingly, Swales and Feak (1994) state that there are two main purposes of the introduction section: to give a logical reason for the article and to provoke readers to read it. However, the ways writers rhetorically present the arguments in their RA introduction will determine whether or not readers are impressed and convinced and whether or not they will continue reading the article.

Writing an RA introduction in a particular discipline is not easy especially for university students and novice writers. Swales (1990) claims that for most writers writing an introduction is more difficult than writing the other sections of the article because in the introduction section writers have to provide the right amount and the right kind of information necessary for the readers to understand the research topic and research project (p.137). In addition, the RA introduction should be convincingly argumentative and persuasive as well as interestingly informative because this is the place where writers must attract their reader's attention so that they are willing to read the entire article.

The introduction section of an RA carries some persuasive value in that writers appeal to readers that their research project is important and useful (Hunston, 1994). According to Hunston (1994), in the introduction, RA writers have to address two very important reasons of why they carried out their research project: firstly, there is a knowledge gap left from previous relevant studies, and, secondly, the knowledge gap occurs in an important topic. These two distinctive issues are equally important but should be expressed in different rhetorical ways. In addition, different writers, as well as writers from different disciplines, may use different discourse styles or features in addressing these two different communicative units.

In the introduction section of an RA, the writer must answer two important questions: 1) why the research topic is important or interesting and 2) why the research project is important or necessary. According to Swales (1990), in the context of international journal, the first question

can be answered by claiming that their research topic is interesting, valid, or classic, and that it has been investigated by many other researchers. The writer can also state the knowledge or practice and phenomena which are related to the research topic. By doing so, RA writers appeal to readers to consider that their RA is worth reading. However, the success of such persuasive appeal may depend on the writer's credibility in the eyes of the readers; the more credible the RA writers the more successful the persuasion will be.

The second question can be answered by pointing at the gap found in the previous research or in the current knowledge of a particular research topic in order to establish the niche for the present research (Swales, 1990; 2004). According to Swales, this is normally done by negatively evaluating or criticizing items from the previous relevant research. There are four possible strategies of presenting negative evaluation or criticism generally employed by RA writers: 1) showing disagreement in some way with the results of previous research and disputing or challenging them; 2) pointing out that the results of the previous research lack validity and reliability; 3) expressing that they want to answer a particular question arising from the previous research; and 4) expressing that they want to look further at the development of a particular case. Swales (1990) suggests that these claims are crucial especially in a competitive research environment where researchers face a tight competition for a research space. In order to succeed in the competition, giving 'high-level claims' is often important although this 'involves contradicting large bodies of the relevant literature' in order to challenge assumptions made by previous studies (Swales, 1990:117). The logical and reliable challenge to the already established knowledge or claims, although risky, is an important consideration for research journal editors to consider whether or not a particular RA can be published.

THE RHETORICAL STYLE OF ENGLISH RA INTRODUCTIONS

The rhetorical style of RA introduction in international journals published in English generally follows the pattern of 'create a research space' (CARS) as suggested Swales (1990:141). In this pattern, an RA introduction consists of three units or moves with different communicative functions. Each move contains of one or more subsequent units or steps with different communicative function aiming to describe each move in details in order to be more easily understood. In each subsequent unit or step, there can also be a smaller communicative unit. The rhetorical style of RA introduction in English according to the Swales' CARS model is presented in Figure 1.

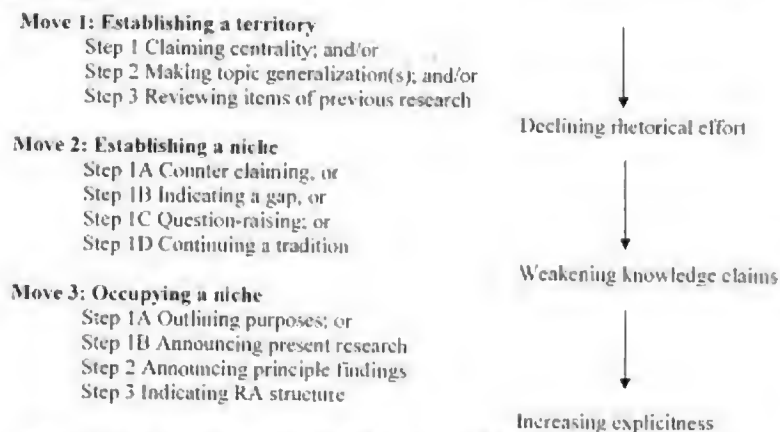


Figure 1. The CARS Model of English RA Introductions (Swales 1990:141)

As shown in Figure 1, most of the steps in the CARS model are optional. In Move 1, for example, only one step is mandatory while the other two steps are optional. However, one can also find an RA introduction containing all the three steps. Move 2, which is to establish the niche, can be expressed using one of the four possible steps. Move 3 can be delivered by using at least one of the three possible steps. According to Swales (1990), some steps are optional as they are intended to accommodate a greater variety of communicative function in the introduction of more complex RAs. Swales further claims that the number of steps used in the introduction of an RA can determine the quality of the RA in terms of its rhetorical style. It is also important to point out that the number of steps is actually determined by many factors, such as the cultural values in the language of the RA, conditions in certain areas of research, rhetorical style options available in a particular language, the distinctive nature of research topics, and rhetorical style preferred by the individual writers.

Swales (2004) revised his CARS model of English RA introduction. He particularly changed the steps in Move 2. In the new model, the niche is established based on input from the research findings, as presented in Figure 2.

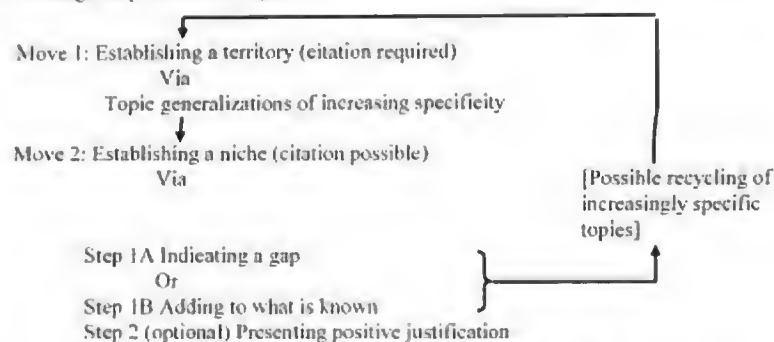


Figure 2. The Revised CARS Model (Swales 2004: 230)

The most obvious difference between the old and the new CARS models is in Move 2 (establishing a niche). As shown in Figure 2, in the new CARS model, Swales combines Step-1A (counter claiming) and Step-1B (indicating a gap) into a new Step-1A (indicating a gap). In addition, Step-1C (raising question) and Step-1D (continuing tradition) are merged into a new Step-1B (adding to what is known). He also adds an optional step or Step-2 (presenting positive justification) in Move 2. According to Swales, this new model is potentially more flexible in accommodating for the varying environmental context of research from different fields. Yet, the main questions remain: 1) whether or not the model of RA introduction from different disciplines in a particular language is the same; 2) whether or not the model of RA introduction from a particular discipline is the same in different languages; and 3) whether or not the model of RA introduction from different disciplines and in different languages is the same.

THE RHETORICAL STYLE OF INDONESIAN RA INTRODUCTION

The way writers organize their ideas in RA introductions has become a focus of interest in scientific discourse studies recently in Indonesia. Studies on this topic have been conducted by a number of Indonesian scholars (among others Adnan, 2009; Mirahayuni, 2002; Arsyad, 2001; 2013). Arsyad (2001) investigated the rhetorical structure of RA introductions written in Indonesian by Indonesian writers in economics, psychology, and education. He found that the discourse style of RA introduction in the corpus of his study was different from the one of

English RAs as reflected in Swales' (1990) CARS model. According to Arsyad (2001), some of the differences of the Indonesian RAs introduction in comparison to the one in English are as follows: 1) The introduction of Indonesian RAs has more moves and steps; 2) Move 1, which is to establish a territory, is built by referring to government policy to convince readers that the topic of the research project is important; 3) Move 2, which is the part in which a writer justifies a research project, is addressed by simply saying that the topic or the problem is necessary or interesting to investigate. In other words, Indonesian RA writers do not justify their research projects reported in their RA introductions as the ways English RA writers do.

A comparative genre-based study of rhetorical style of RA introduction has been conducted by Mirahayuni (2002) by analyzing the rhetorical style of Indonesian and English RA introductions written by Indonesian and English writers. Mirahayuni employed CARS to analyze the rhetorical style of the introduction sections of three groups of RAs (20 RAs in English by English writers, 19 RAs in English by Indonesian writers, and 19 Indonesian RAs by Indonesian writers) in the field of language teaching or applied linguistics. She found significant differences between English RAs written by English writers and the ones written by Indonesian writers in the way they introduce and explain the importance of the research topic and research projects. To introduce and justify their research activities, English writers refer to the knowledge and findings of previous relevant studies. On the other hand, Indonesian writers refer to more practical problems occurring in the community. Mirahayuni concluded that, for Indonesian writers, research activities were conducted to address local problems and to be read by smaller scope of readers.

Another study was conducted by Adnan (2009) who analyzed the discourse style of RA introductions in the discipline of education. By using Swales' CARS as a model, Adnan found that out of twenty-one RA introductions written by Indonesian writers, none fit the discourse style of English RA introduction as suggested by Swales (1990). According to Adnan, in Move 1 (establishing a territory), the majority of Indonesian RA writers address the importance of their research topic by referring to practical problems faced by either the society or the government in general rather than by a particular discourse community. Furthermore, unlike Swales' model of Move 2 (establishing a niche), none of the Indonesian RA writers justifies their research projects by discussing the gap in the findings of previous studies. Adnan proposes a modified model of an ideal problem solution (IPS) to capture the important discourse style of the Indonesian RA introduction sections, in particular for the discipline of education.

A recent research project on the rhetorical style of English RA introductions written by Indonesian speakers was conducted by Arsyad (2013). Arsyad's corpus consisted of 30 RAs taken from three different international journals published in Indonesia (ITB Journal of Engineering Science, Acta Medica Indonesia, and ITB Journal of Science). Arsyad's research findings correspond to the findings of the previous studies (i.e. Adnan, 2009; Mirahayuni, 2002; and Arsyad, 2001) which reveal the fact that the rhetorical style of English RA introduction section written by Indonesian writers is different from the one written by English writers. One of the differences was the occurrence of Move 2: the way writers support the importance of the research activities. Only 15 (50%) of the English RAs by Indonesian writers have the move which can be classified as Move 2. In addition, out of 15 RAs, none of them used Step-1: counter claiming or justifying the importance of research activities on the basis of an evaluation or critique on the previous research results. Despite the differences, Arsyad also found similarities between the rhetorical style of English RA introductions written by Indonesian writers and the ones written by English writers. Both RAs had Move 1 (establishing a territory) and Move 3 (occupying a niche). In addition, almost all of them used contrastive discourse markers, such as *while*, *however*, and *but*, and also lexical negations, such as *very limited*, *has not been*, and *not yet* to assist readers in reading the article. These similarities might have

occurred since Indonesian writers used English RAs as the references for the discussion in both the RA introduction and discussion sections.

The aforementioned studies are very important as they reveal how Indonesian academics of a particular discipline or group of discipline rhetorically write RA introductions. However, these studies only involve a small number of RAs as sample of the study. The findings of these studies need to be reevaluated and confirmed by studies with a larger corpus of RA introductions in the same field of discipline and in the same language. This study is ~~also~~ important because, as pointed out by Shi-xu (2005), although discourse studies of a ~~language~~ and/or culture other than English is often left out or forgotten, these studies are important to produce balanced information in the literature and objective perception of academic society members at large on these languages and cultures. This study aims at investigating the argument style of Indonesian RA introductions written by Indonesian academics published in Indonesian research journals in social sciences and humanities. This study is also intended to evaluate the eligibility of the Problem Justifying Project (PJP) pattern proposed by Arsyad (2001)—further explanation of PJP is given below—to represent the rhetorical style of Indonesian RA introductions by analyzing a larger corpus of RA from more varied disciplines (compared to that of Arsyad's (2001) study).

The main questions addressed in this study are the following:

- a) What communicative units are found in the introduction sections of Indonesian RAs in social sciences and humanities and published in Indonesian research journals?
- b) How do Indonesian writers argue for the importance of their research topic reported in their Indonesian RA introductions in social sciences and humanities published in Indonesian research journals?
- c) How do Indonesian writers argue for the importance of their research projects reported in their Indonesian RA introductions in social sciences and humanities published in Indonesian research journals?

To answer the above questions, genre-based analyses were conducted on the introduction sections of 200 Indonesian RAs published in Indonesian research journals in social sciences and humanities.

METHOD

The corpus of this study comprised 200 Indonesian RAs taken from research journals in the fields of language studies, literature studies, social sciences and law sciences published in Indonesian research journals. These articles were chosen to represent Indonesian RA genre in the field of social sciences and humanities. The distribution of the journals and the number of the RAs is summarized in Table 1 below.

Table 1. The Distribution of RAs in the Corpus of this Study

| No. | Fields | Code | Number of RAs | Percentage |
|-------|--------------------|------|---------------|------------|
| 1. | Language studies | LGS | 50 | 25% |
| 2. | Literature studies | LTS | 50 | 25% |
| 3. | Social sciences | SOS | 50 | 25% |
| 4. | Law sciences | LAS | 50 | 25% |
| Total | | | 200 | 100% |

Rhetorical analyses were done only on the introduction section of the RAs in the corpus of this study in order to answer the research questions.

In this study, a communicative unit or move in the introduction section of the RAs was defined as follows:

... a clause or a set of clauses or a paragraph which shows a clear indication of a specific identifiable communicative purpose, signaled by linguistic clues or inferred from specific information in the text. The communicative units or moves in a particular text together develop a set of communicative purposes relevant to the genre of the text (Arsyad, 2001: 82).

Smaller communicative units in this study were considered as a sub-communicative unit or Step. In line with Arsyad (2001), in this study, a step was defined as follows:

[a] segment of a text containing a particular form rhetorical work necessary for realizing the communicative purpose of a move. Steps are strategies for encoding communicative purposes. The steps are mostly signaled by linguistic and discourse clues in the text or are inferred from the context (p.83).

A segment in the text, such as a clause(s) or a paragraph(s), was considered a move or a step if it had a distinctive and identifiable communicative purpose or function.

The processes of identifying communicative units in the introduction section of RAs were done following the procedures suggested by Dudley-Evans (1994) which were the following: 1) search for move structure by identifying move borders; 2) use a clause or a simple sentence as the smallest unit of analysis, and 3) use independent rater(s) to validate the analysis. In details, the analysis processes went through the following steps: first, read the title and sub-titles, the abstracts and key terms in the RAs to get a rough understanding of the content of the RAs. Second, read the whole RA and divide it into the main sections of introduction, methods, results and discussion and conclusion (IMRDC). Third, read the introduction section of each RA again to look for the available linguistic and discourse clues, such as conjunctions, specific lexicons and discourse markers. Fourth, identify the possible communicative units in the RA introduction by using linguistic and discourse clues and also the researchers' judgment based on their interpretation of the text. Fifth, identify the common discourse style of the RA introduction in particular the part in which Indonesian RA writers justified their research topic and research project. Finally, ask an independent rater to do the same procedure on samples of RA introduction sections in order to ensure the validity and reliability of the results of the analysis.

The smallest unit analysis in this study was a clause or a simple sentence because it was unlikely that a single clause can address more than one communicative purpose as a clause should have only one topic or subject and one comment or predicate. The identification of moves in the discussion section of RAs was conducted by using linguistic and discourse clues such as, formulaic expressions, particular lexical items, cohesive markers, and other kinds of discourse clues, such as sub-titles or sub-section titles, paragraph as a unit of ideas, or by inferring from the information contained in the text. These clues enabled the researchers to segment the text into moves and identify the move boundaries.

This study employed the Problem Justifying Project (PJP) pattern suggested by Arsyad (2001) as a model for the macro and micro rhetorical analyses in which an RA introduction may have up to four different moves as shown in the following figure.

- Move 1 Establishing Shared Schemata by:**
Step A: Defining key terms; and/or
Step B: Giving a short history of the research field; and/or
Step C: Describing the geographical setting of the research; and/or
Step D: Making a general claim.
- Move 2 Establishing the Research Field by:**
Step A: Introducing the actual research topic; and/or
Step B: Identifying the research problem or phenomena;
Step C: Referring to the government policy; and
Step D: Reviewing the current knowledge and practice.
- Move 3 Justifying the Present Research Project by:**
Step A: Indicating a gap in previous study results; or
Step B: Claiming that the topic has never or rarely been investigated; or
Step C: Claiming that the topic is necessary to investigate; or
Step D: Claiming interest in investigating a particular topic.
- Move 4 Announcing the Present Research by:**
Step A: Announcing the research purposes; and/or
Step B: Stating the research questions; and/or
Step C: Describing the specific features of the research; and/or
Step D: Stating the expected benefits of the research; and/or
Step E: Announcing the principal findings; and/or
Step F: Proposing the research hypothesis; and/or
Step G: Suggesting a solution to the research problem.

Figure 3. The PJP Rhetorical Model for Indonesian RA Introductions

A little modification has been made to the original PJP model in which Step C of Move 1 (Referring to the government policy) was moved to Step C of Move 2. This is because the rhetoric of 'referring to the government policy' can be considered as the RA writer's strategy to justify their research topic. Since the majority of research projects in Indonesia are supported by government funding; therefore, a research project must deal with the government policy or program. Thus, a particular research topic is considered important if the research results may help the government understand and/or solve the possible practical problems in the community. The micro analysis focused on the ways Indonesian writers justified their research topic (Move 2) and the ways they justified their research project (Move 3). The present study employed PJP as a model, instead of CARS, because the corpus of this study was similar to that of Arsyad's (2001) study in terms of the language and the writers (Indonesian).

RESULTS AND DISCUSSION

An independent rater involved in this study was a lecturer at the Indonesian education department of teacher training and education faculty of Bengkulu University who had a Ph.D. degree in Applied Linguistics. First, the independent rater was told how to identify the possible moves and steps in the texts following the procedures described above. She was given two weeks to identify the moves and steps in 20 (10%) randomly selected RA introductions from the corpus of this study. Inter-rater correlation analysis results showed about 15 out 20 RAs (75%) agreement; the inter-rater disagreement occurred in the frequency of occurrence of the steps of Move 2 and Move 3. No disagreement occurred in the identification and categorization of the moves (Moves 1, 2, 3 and 4) in the RA introduction sections. The disagreements were then discussed further in order to look for an agreement before further analyses were conducted.

The Main Communicative Units in the Indonesian RA Introductions

The data analysis results of the main communicative units found in the introduction section of Indonesian RAs in the discipline of social sciences and humanities were presented in Table 2 below.

Table 2. The Main Communicative Units in the Indonesian RA Introductions

| The Main Communicative Units | Journal Disciplines | | | | Total N=200 | % |
|--|----------------------------|-------------------------------|-----------------------------|-------------------------|----------------|-------|
| | Social Sciences n=50 | Literature Studies n=50 | Language Studies n=50 | Law Sciences n=50 | | |
| Move 1 (Establishing shared schemata) | 40 | 44 | 46 | 48 | 178 | 89% |
| Move 2 (Establishing the research field) | 50 | 42 | 48 | 47 | 187 | 93.5% |
| Move 3 (Justifying the present research project) | 16 | 23 | 20 | 25 | 87 | 43.5% |
| Move 4 (Announcing the present research) | 41 | 35 | 36 | 28 | 140 | 70% |

As shown in Table 2, the majority of the RA introductions in the corpus of this study have Move 1, 2 and 4; however, only some of them (87 or 43.4%) have Move 3. This implies that the PJP model proposed by Arsyad (2001) can represent the main communicative units in the Indonesian RA introductions in the field of social sciences and humanities. As also shown in Table 2, justifying the research project (Move 3) is considered to be not important by Indonesian writers—at least, it is not as important as establishing the shared schemata (Move 1) and establishing the research field (Move 2). Probably, Indonesian RA writers assume that the content of Move 2 (Establishing the research field), such as identifying the research problem, is convincing enough to justify their research project reported in the article. In fact, according to Nachmias and Nachmias (1976), identifying and stating research problems is a universal strategy of justifying the importance of particular research project. As mentioned by Nachmias and Nachmias (1976:10) the problem is "... an intellectual stimulus calling for a response in the form of a scientific answer" and since scientists are problem solvers, therefore, it is reasonable if in their research, scientists raise problems to ground their research.

Table 2 also shows that only 140 RA introductions (70%) have Move 4 (announcing the present research). Writers are expected to announce the important features of their research project, such as research questions and/or objectives, significances of the study, principle findings and research hypotheses in the introduction section of their RAs in order to attract readers' attention to read the whole article. This is because the main function of RA introduction is to convince readers that the research topic and research project reported in the RA is interesting and important and therefore it is worth reading (Hunston, 1994; Arsyad, 2001; Swales and Peak, 1994, and Swales and Najjar, 1987). Subsequently, RA writers must provide necessary information of their research project in their RA introductions (Belcher, 2009).

Justification for the Importance of the Research Topic (Move 2)

The second question of this study is how Indonesian writers argue for the importance of their research topic. The data analysis results of the frequency of steps of Move 2 is presented in Table 3 below.

Table 3. The Ways Indonesian Writers Justify their Research Topic (Move 2)

| The Writer's Ways of Justifying the Research Topic | Journal Disciplines | | | | Total N=200 | % |
|--|-------------------------|----------------------------|--------------------------|----------------------|-------------|-------|
| | Social Sciences n=50 | Literature studies n=50 | Language Studies n=50 | Law sciences n=50 | | |
| A Introducing the actual research topic | 30 | 45 | 19 | 26 | 120 | 60% |
| B Identifying the research problem | 26 | 34 | 33 | 28 | 121 | 60.5% |
| C Referring to the government policy | 15 | 10 | 5 | 33 | 63 | 31.5% |
| D Reviewing the current knowledge and practices | 41 | 40 | 41 | 33 | 155 | 77.5% |

Table 3 shows that the majority of Indonesian writers support the importance of their research topic by simply introducing the actual research topic (Step-A); identifying the research problem (Step-B) and/or reviewing the current knowledge and practices related to the research topic (Step-D); however, only some of them also address the government policy (Step-C). The examples of the rhetorical work identified as the ways Indonesian writers justify their research topic in their RA introductions (Steps A, B, C and D) are given below:

1. *Dunia perempuan yang terkapat dalam karya sastra diciptakan baik oleh pengarang laki-laki maupun perempuan. Sayangnya pada awal perkembangan karya sastra Indonesia hanya karya pengarang laki-laki yang diperhitungkan, sedangkan karya pengarang perempuan dianggap hanya sebagai karya populer yang tidak layak diperhitungkan (Step A: LTS-1)*
(The world of women has been writer in literary works by both male and female writers. Unfortunately, at the beginning of the development of Indonesian literary works, only the works of male writers were considered as high-quality literary works. The works of female writers, on the other hand, were only regarded as popular works and could never be classified as high-quality literary works.)
2. *Menurut Quraishy Shihab, nikah siri adalah sah menurut hukum islam, tetapi dapat mengakibatkan dosa bagi pelakunya, karena melanggar ketentuan pemerintah. Aturan UUD Amri harus dituruti selama tidak bertentangan dengan hukum hukum Allah (Step B: LAS-25)*
(According to Quraish Shihab, unregistered marriages are legal under Islamic law, but it can result in sin as it violates government regulations. Government rules must be obeyed as far as they do not contradict the laws of God).
3. *Pada pasal 30 Undang-Undang Dasar 1945 disebutkan bahwa bahasa Indonesia adalah bahasa negara. Selanjutnya bahasa Indonesia juga disebut sebagai bahasa Nasional, bahasa administrasi Negara, dan ditetapkan sebagai bahasa pengantar di sekolah-sekolah. Penetapan bahasa Indonesia sebagai bahasa pengantar dalam proses pembelajaran di semua jenjang pendidikan antara lain tertuang dalam Undang-Undang Sisdiknas, Pasal 33 Ayat 1 Nomor 20 Tahun 2003 (Step C: LGS-13)*
(In Article 30 of the Constitution of 1945, it is stated that Indonesian is the official language of the country. It is also stated that Indonesian is the national language, the language of the State administration, and also established as the language of education. The use of Indonesian as a means of instruction in teaching and learning process at all levels of education is also stated in the National Education Act of 2003, Article 33 Paragraph 1 No. 20).

4. Menurut Badudu (1988:14) terdapat lima peranan radio, yaitu: a) memberikan informasi, b) memberikan bimbingan, c) menyebarkan ilmu pengetahuan, d) memberikan hiburan, dan e) membina bahasa Indonesia yang baik dan benar (Step D: LGS-33)
- (According to Badudu (1988:14), there are five roles of radio broadcasting, namely: a) to provide information, b) to provide guidance, c) to broadcast knowledge, d) to provide entertainment, and e) to foster good and correct Indonesian).

In English RA conventions, the research problem is a key issue of a research. Day (1996:30) states that "any piece of research is built around a design, which begins with identifying a problem and then the issue that guides our understanding." Day further points out that research is designed mainly to find the answer to a specific problematic question. Correspondingly, Swales (1990:140) argues that problems are central to research in many disciplines, by saying that "problems or research questions or unexplained phenomena are the life blood of many research undertakings." The format of research questions can be in the form of questions in the format of a hypothesis statement, as Travers (1969) has noted. Travers further suggests that research problems can be stated in terms of a question for which the proposed research is designed in order to obtain an answer. Sometimes, the question is referred to as a hypothesis.

The strategies of Indonesian writers in justifying their research topic, as identified in the corpus of this study, are slightly different from the ones commonly used by the writers of English RAs. The obvious difference is in the occurrence of Step-C (referring to the government policy) in the Indonesian RA introductions as one way to justify the research topic. This step does not exist in the English RA introductions. The possible reason for the presence of this rhetorical work is that research projects in Indonesia are mainly funded by using government fundings. A research project can only be financially supported if it deals with the government program or policy and the research results are expected to help the government to solve practical problems in the society. Thus, to win the government research funding, researchers must relate their research topic to the government programs or policies.

The Ways Indonesian Writers Justify their Research Project (Move 3)

The last research question addressed in this study is how the Indonesian writers argue for the importance of their research project reported in the article. The data analysis results are presented in Table 4 below.

Table 4: Argument Style of the Writers for the Importance of the Research Project

| The Writer's Ways of Justifying the Research Project | Journal Disciplines | | | | Total N=200 | % |
|---|----------------------|-------------------------|-----------------------|-------------------|-------------|------|
| | Social sciences n=50 | Literature studies n=50 | Language studies n=50 | Law sciences n=50 | | |
| A Indicating a gap in previous studies | 4 | 5 | 6 | 4 | 19 | 9.5% |
| B Claiming that the topic has never been or rarely investigated | 3 | 4 | 4 | - | 11 | 5.5% |
| C Claiming that the topic is necessary to investigate | 6 | 8 | 4 | 10 | 28 | 14% |
| D Claiming interest in investigating the topic | 3 | 6 | 6 | 11 | 36 | 18% |

As shown in Table 4, Indonesian writers justify their research project by using one of the four possible ways or Steps A, B, C or D. Below are examples of the steps of Move 3 taken from the corpus:

1. *Karya ilmiah dengan aneka pembahasan di atas, meskipun sama-sama berpendapat tentang pentingnya peran-pernik nilai budaya Islam Indonesia sebagai solusi alternatif bagi kerangka bina-damai, akan tetapi tidak secara spesifik membahas bagaimana nilai-nilai bina-damai sufistik cerita pewayangan. Oleh karenanya, penulisan karya ilmiah ini bukan pengulangan kajian-kajian ilmiah terdahulu dengan mengambil tema dan analisis kajian yang sama. (Step A: LTS-14)*
(Although all of the above scientific works argue for the importance of Islamic cultural values as an alternative solution for peace-building framework in different ways, they do not specifically discuss the values of peace-building of 'Sufi' puppet stories. Therefore, this scientific paper is different from previous scientific studies although it is of similar theme and field of analysis.)
2. *Kekhasan bahasa Minangkabau ragam adat sangat menarik untuk dikaji. Apalagi selama ini, belum begitu banyak perhatian para sarjana bahasa mengkaji bahasa Minangkabau ragam adat ini. (Step B: LGS-20)*
(The characteristics of indigenous variety of Minangkabau language is very interesting to study. In addition, only few linguists have studied this variety of Minangkabau language.)
3. *Namun dalam tataran lebih besar, pengembalian aset korupsi masih belum optimal penanganannya, untuk itu layak pembentukan Lembaga Perampasan Aset. Berdasarkan kepada uraian tersebut di atas dalam penelitian ini, penulis menganggap penting masalah ini untuk diteliti, maka penulis mengambil tema mengenai pengawasan intern departemen dan tindaklanjutnya. (Step C: LAS-16)*
(However, in a larger scope, the recovery of the corruption assets is still not optimally handled; hence, the establishment of the agency of Asset Confiscation becomes necessary. Based on the above description, the writers consider that this issue must be investigated; accordingly, the theme of this study is the implementation of internal control structure and its further action.)
4. *Dalam rangka menganalisis lebih jauh efektivitas upaya pemberantasan tindak pidana perdagangan orang di Kota Bengkulu, peneliti tertarik untuk mengkaji lebih jauh tema tersebut. (Step D: LAS-34)*
(In order to further analyze the effectiveness of the efforts to combat human trafficking crime in the city of Bengkulu, researchers are interested in investigating this topic further.)

As also reflected in Table 4, only few Indonesian writers explain the importance of their research project by indicating a gap found in previous relevant studies. Indonesian writers tend to avoid giving a negative evaluation or criticism towards the work of others especially in academic writing. Keraf (1992) argues that the reason why Indonesian writers rarely criticize other people's views is because criticizing other people, especially those who are older or have a higher social or economic status, is considered culturally impolite. According to Keraf, this is not an ideal attitude for scientists because the main objective of scientific work is to find the truth. Corresponding to Keraf's argument, ethnographers such as Saville-Troike (1982) and Gudykunst and Ting-Toomey (1988) also argue that, unlike Western cultures, Eastern people such as Chinese, Koreans, and Japanese consider group harmony and collective value very important. They prefer to keep silence over boldly criticizing other people. Indonesian academic writers seem to adopt the same view when writing academic texts in Indonesian; that is avoiding criticizing or pointing at weaknesses of other people, in order to keep the group's harmony or not to be considered impolite or appear face-threatening.

Another possible explanation for the Indonesian writers' reluctance to negatively evaluate other people's work is because they do not see the need to do so. They, for example, do not have to compete for a research space or even to obtain a place in a journal publication in their own field of discipline in Indonesia. The claim that research on a particular topic is nonexistent or has never been reported may have been considered to be a convincing appeal from the writers to readers in order to accept that the present work is necessary and important. This is in line with the convention of RA writing in Indonesia which requires Indonesian researchers to express in their introduction that the research problem of their research really exists (Rifai, 1995). Accordingly, convincing readers that the research project was conducted because there was a practical problem on an important topic has been considered scientifically satisfactory.

The Indonesian writers' strategies in justifying their research project is different from the ones by English RA writers. The obvious difference, as shown in Table 4, is the use of 'Claiming interest in investigating the topic' or Step-D of Move 3 in the PJP model which is not available in Swales' CARS model. One of the possible explanations for this condition is that Indonesian writers think that they can justify their research project by simply presenting and proving that there is a practical problem occurring in the society. If there is a problem on an important topic then a research activity is necessary in order to investigate the causes of the problem or to find the best solution for the problem. Although similar studies may have been conducted elsewhere, the results of those studies are not well socialized or distributed since communication between academics or researchers through seminars or conferences is infrequent and research reports are rarely published. This is why Indonesian writers tend to focus on local research contexts, rather than national or international ones, without considering the holistic or universal effect of their scientific works.

A similar comment has been made by Soeparno et al. (1987 cited in Arsyad, 2001), who state that, in writing academic texts, Indonesian writers rarely consult indices of work carried out or articles written on Indonesia, such as *Indeks Majalah Ilmiah Indonesia* (Index of Indonesian Scientific Periodicals) which is published by *Pusat Dokumentasi dan Informasi Ilmiah Lembaga Ilmu Pengetahuan Indonesia* (Center for Scientific Documentation and Information of Indonesian Institute of Sciences). In other words, Indonesian writers do not attempt to relate their current works to the most recent works that has been conducted in Indonesia or elsewhere. The findings of this study support the argument that Indonesian RA writers do not attempt to find out whether studies relevant to or similar to their works have been carried out by other people in other places. Instead, they use their own findings to justify their studies.

CONCLUSION AND SUGGESTION

Indonesian writers who write in social sciences and humanities journals have their own rhetorical style of RA introductions which are different from the ones found in English RAs. There are three important findings that can be reported in this study. First, the majority of Indonesian RA introductions have Move 1, 2 and 4. However, only few of them have Move 3 (justifying the present research). Second, the majority of Indonesian writers justify their research topic simply by reviewing the present knowledge and research practices and/or identifying the research problems. Third, in contrast to what is commonly found in English RA introductions, very few Indonesian RA writers attempt to evaluate the work of others in previous relevant studies in order to justify their research project.

It is suggested that when writing an RA in English, the Indonesian writers must modify their rhetorical style to match the one acceptable by English readers, in particular to justify their research topic and project. They need to support the importance of their research project by evaluating the weaknesses and shortcomings of previous relevant studies in order to fill the gap

on an important topic. By so doing, it is expected that the chance for their manuscript to be accepted for publication in an international journal is higher.

NOTE

* We would like to thank an anonymous reviewer for very helpful comments on the earlier draft.

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